

Pupil Premium - Review of Expenditure 2019-2020

Quality of Teaching for all

<u>Action</u>	<u>Strategies</u>	<u>Estimated Impact</u>	<u>Lessons learned</u>	<u>Cost</u>
Raise levels of literacy and numeracy for Year 7 pupils	Y7 Core intervention English & Maths enhanced staffing Reading time during form time Y7, Y8 & Y9 Introduction of NGRT reading tests	Unable to comment on impact due to lockdown and inability to re-test students in the summer term. Re-test to take place with Y8 cohort to assess impact.	This work will be continued with Y7 Catch Up. Staff to continue to embed the Literacy Teaching & Learning initiatives. Continue to implement NGRT reading test, literacy support and peer reading.	111,928.60

Targeted Support

<u>Action</u>	<u>Strategies</u>	<u>Estimated Impact</u>	<u>Lessons learned</u>	<u>Cost</u>
Improvement in GCSE attainment and progress 8 scores & targeted support. Unable to use P8 as a measure to due CV19 and CAG's.	Restructuring of the school day to include study time at the start of the day: Y11 English intervention Y11 Maths intervention Additional English & Maths tuition After School targeted support. Academic support Targeted mentoring of Y11 students by SLT and HoY Only ran up until March Easter booster sessions – unable to run	Disadvantaged students have far surpassed their national disadvantaged counterparts. Attainment 8 for MHS was 39.69 an increase of 3.53 on the previous year. Average A8 increased by 0.35 to 3.97. We exceeded all measures from the previous year in English and Maths at a strong pass (5+) and standard pass (4+) including the basics 5+ in E&M Basics 9-5. 24.7% an increase of 10.1% and Basics 9-4 an increase from 2019 of 8.7% at 24.7%. EBACC results were also higher than the previous year, a 2.54% increase to 6.2% strong EBACC and a 3% increase in standard EBACC results at 10.3%. Disadvantaged students made more	No national data available to compare. Correct managing of GCSE and vocational course selection in Y9 has had a positive impact on students outcomes– continue with this. Continue to closely monitor data at each RP to ensure that we are able to support students as required and reduce number of GCSE subjects for targeted students to focus on E&M in intervention. Consistent application of standardisation and moderation across subjects and data analysis has sharpened in order to foster a more rigorous approach to support and intervention. Still more work to be done to close the gaps between disadvantage and non-disadvantage especially in the high ability strong passes 5+ in E & M. The gap is higher here at 36.5% than in the standard pass 4+ of 29%.	288,314.77

Action	Strategies	Estimated Impact	Lessons learned	Cost
Aspiration, self-belief and resilience levels are raised	Leadership, coaching and mentoring.	All students were entered for their GCSE exams. We were unable to implement the 'adopt a child' strategy due to CV19.	Continue to ensure early intervention set up to identify students not completing work or completing homework through targeted SLT mentoring & scrutiny at Reporting Points.	11,695.84
	Additional member of staff to support the running of the Engagement Centre	7 out of the 9 students at serious risk of Permanent Exclusion and placed into the Engagement Centre were disadvantaged. However, 100% of these students left Y11 with 5 or more GCSE grades. There is an increase in average points awarded to each student compared to the previous year. 2019-2020 APS 17.7 with an average grade per entry of 2.65. 2018-2019 – APS 12.9 with an average grade per entry of 1.9. This indicates an increase of 0.75 of a grade.	Continue positive work in the Engagement Centre to ensure that students are able to achieve GCSE grades and avoid PEX in Y11. Ensure specialist teachers, TA's and SEND staff are involved in the planning of sessions to ensure all student needs are met.	4,566.00
	Measure attitudinal data at Reporting Points RP1 & RP2	There are elements of Y7, Y9 & Y11 attitudinal data which demonstrates positive trends with increasing positive attitudes from the Autumn Term to the Spring Term for disadvantaged students. Year 9 showed the most increase in positive attitudinal data, especially in behaviour and effort. Y7 showed a significant improvement in homework. Y11 showed the most significant increase in effort from Autumn to Spring.	Develop work around students' attitudes to learning. Drill down to identify specific students/barriers faced and track progress to ensure early interventions are implemented and students are supported. Current Y9 and Y10 are a particular concern. Identify core group of students in each year group and design targeted/strategic plan. Audit students and assess (questionnaire) attitudes to learning/barriers faced. Ensure that behaviour manager is involved in preventative work and Spotlight Mentors are able to work closely with students to support.	0.00

		However, overall positive attitudinal data is lower than non-disadvantaged students in every year group.	Parental engagement key to breaking down barriers to success with some of these students.	
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Other Approaches

<u>Action</u>	<u>Strategies</u>	<u>Estimated Impact</u>	<u>Lessons learned</u>	<u>Cost</u>
	Improved behaviour and reduction in exclusion data	<p>Continued improvement in exclusion data from the previous year. There has been a 2.4% reduction in the number of students excluded from 9% in 2018-19 to 6.6% in 2019-20.</p> <p>The number of incidents has also decreased by 7%. The number of total days of exclusion has seen a 19.5% reduction.</p> <p>The percentage of students with one or more day's exclusion has also reduced by 2.21% from 8.90% in 2018-19 to 2019-20.</p> <p>Overall there has been a 6.47% reduction in exclusions as a percentage of the overall disadvantaged students from the previous year.</p>	<p>Introduction of the Engagement Centre & implementation of a new Behaviour Policy has had a significant impact on the reduction of exclusions.</p> <p>Continued work with outside agencies, pastoral teams and families to reduce exclusions.</p> <p>Upskilling of Pastoral Managers, proactive behaviour work and structured intervention has enabled us to reduce exclusions.</p> <p>Recruitment of a behaviour manager to do more targeted preventative work will also increase impact moving forwards.</p>	54,644.17
	<p>Increase in attendance figures and a decrease in persistent absentee rates.</p> <p>Community Liaison officer</p>	<p>Disadvantaged attendance has decreased from 89.3% in 2019 to 87.7% in 2020. A reduction of 1.6%.</p> <p>The gap between disadvantaged students and non-disadvantage has increased by 1.3%.</p> <p>Girls had a slightly higher attendance of 87.8% compared to boys 87.5%. Both</p>	<p>Increased communication and tracking of attendance at department meetings, HoY meetings and raise the profile of low attending children across school especially with Y10 & Y11 teachers. (Empower staff to contact Y11 parents).</p> <p>Share data with all teaching staff to ensure that staff are aware of issue at home and what we</p>	11,695.84

		<p>boys and girls had 8% lower attendance rates than their non-disadvantaged counterparts.</p> <p>Year 8 students were the only year group whose attendance had improved from 2018/19, 88.75% compared to 90.18% in 2019/20.</p> <p>Attendance for Y11 students was lower than the previous year and males had a higher attendance of 93.1% compared to girls of 90.9%.</p>	<p>can do to support children to break down barriers to poor attendance.</p> <p>Introduce a Covid safe rewards system for increased attendance of identified students.</p> <p>Questionnaires to poor attenders – what are the barriers? How can we help/support?</p> <p>More work to be done around girls' attendance in Y11 to understand issues arising and appropriate action to take moving forwards.</p>	
	Levels of family engagement are increased.	<p>Parent Evening Attendance</p> <p>Y7 - 60% v Non-disadvantage 92.73%</p> <p>Y11 - 68% v Non-disadvantage 88.75%</p> <p>Y9 - 62% v Non disadvantage 93.10%</p>	<p>Increased focus on parental contact via text, email and zoom meetings. Raise the profile of parent events through the SLC students, and ensure that all PP students are aware of dates and times their parents are meeting.</p> <p>Calls to be made home to parents not making appointments. Close tracking and monitoring by pastoral teams and consistent approach by all staff to promote attendance to all parental events paramount – especially with the move to online events.</p>	6006.20
	Spotlight Challenge	<ul style="list-style-type: none"> • HT1 – 70% students passed their challenges • HT2 – 81% students passed their challenges. • HT3 – 82% students passed their challenges 	<p>Increase the number of mentors.</p> <p>Regular meetings with students, mentors/SLT</p> <p>publicise program of meetings.</p> <p>Use the staff bulletin to communicate successes and achievements.</p>	750.00

Additional Information

Year 13 Destinations – 14 students went to University, 1 returned to Y14, 2 gained employment. 50% of the students going to university were the first generation to go to University at the end of Year 13.

Financial Review

- In the financial year 19-20, the total cost of PP related spending was £504,697:
- Staffing and supply costs: £485,234
- Alternative Provision: £8619
- Subscriptions (BookBuzz, EdLounge): £5990
- Other items such as resources, uniform and rewards: £4804
- Income was £462,679 leaving an overspend of £42018 that was met by transferring from contingencies and underspending in the main school budget.